



Office of the State
Superintendent of Education

SPECIAL EDUCATION

PERFORMANCE REPORT

(SEPR)

Annual report on LEA special education performance.

LEA COMPLIANCE

Secondary Transition

Valid and Reliable Data

Part C – B Transition

Initial Evaluation

Suspension/Expulsion
(Significant Discrepancy)

Disproportionate Representation

Longstanding Noncompliance

On-site Monitoring

Reevaluation

STUDENT PROGRESS

Measure LEA performance and deliver LEA supports to improve student progress.

Parent Engagement

Graduation

Dropout

Continuum of Placements

Dispute Resolution

Grant Resources

Part C– B Transition
+ Start of Services

Child Find + Enrollment
(3-5-year-old)

Initial Evaluation
(3-5-year-old)

Statewide Assessment: Participation
and Proficiency Gap

Preschool Skills

MEASURING PERFORMANCE

- **LEA COMPLIANCE**
LEA performance on annual idea compliance
- **STUDENT PROGRESS**
LEA performance on key student progress measures and improved capacity to serve students with disabilities

SEPR MEASURES AT A GLANCE

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2020	STATE DATA FFY 2020	TARGET MET?	DATA SOURCE
LOCAL EDUCATIONAL AGENCY (LEA) COMPLIANCE					
Valid and Reliable Data	Timeliness of LEA's valid and reliable data submission to state education agency (SEA) for inclusion in State data submissions.	100%	n/a	n/a	IDEA program and grant monitoring
Initial Evaluation	Rate of timely initial evaluation.	100%	63.09%	N	State special education data system
Secondary Transition	Percent of students age 16 and older with appropriate measurable postsecondary goals.	100%	65%	N	IDEA program monitoring
Significant Discrepancy in Suspension/Expulsion	Significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs) due to inappropriate policies, procedures or practices.	0%	0%	Y	LEA self-reporting, Enrollment Audit & Child Count
Disproportionate Representation (race/ethnic group in special education)	Disproportionate representation of racial and ethnic groups in special education due to inappropriate policies, procedures or practices	0%	0%	Y	Child Count and Enrollment Audit
Disproportionate Representation (race/ethnic group & disability category)	Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate policies, procedures or practices.	0%	2.33%	N	Child Count and Enrollment Audit
Longstanding Noncompliance	Noncompliance not corrected within 365 days of SEA identification.	0%	n/a	n/a	IDEA program monitoring
Part C to B Transition	Timeliness of IEP development by age 3.	100%	56.21%	N	State special education data system
On-site monitoring	Onsite monitoring findings of noncompliance.	100%	n/a	n/a	OSSE on-site monitoring tool data
Reevaluation	Rate of timely reevaluation.	100%	76.5%	N	State special education data system
STUDENT PROGRESS					
Parent Engagement	Percent of parents who report that schools facilitated parent involvement.	89%	77.89%	N	Annual IDEA Parent Survey results
Graduation	Percent of students exiting students with disabilities (SWD) status and achieving a regular diploma.	52%	61.6%	Y	State special education data system; LEA self-reporting of graduates
Dropout	Percent of students exiting SWD status due to dropping out.	42%	32.63%	Y	State special education data system

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2020		STATE DATA FFY 2020	TARGET MET?	DATA SOURCE
Continuum of Placements	<p>LEA has established policies and operational plans to, and can provide evidence of:</p> <ul style="list-style-type: none"> • Incorporate data collection and review, as appropriate, to inform student placement into settings outside of the general education environment, to include placements outside of the LEA. • Activate funding and staffing resources to support alternative placements within the LEA for newly enrolled or identified students' needs, • Implement annual review of continued necessity for student placement in settings outside of the LEA, • Implement LEA-designed return planning process for students returning to general education environment within the LEA, or the LEA from settings outside of the LEA. 	100%		n/a	n/a	LEA Self-reporting and SEA placement oversight data
Dispute Resolution	<p>Rate of resolution prior to formal dispute resolution in due process and state complaints.</p> <p>Dispute resolution findings (D)</p>	50%		n/a	n/a	SEA mediation, due process, and state complaint data.
Grant Resources	<p>IDEA grant requirements, including:</p> <ul style="list-style-type: none"> • Outcomes of sub-recipient audit reports • Compliance with grant application and expenditure requirements • IDEA Maintenance of Effort (MOE) requirements 	Timely application + 45% reimbursement within 15 mo. + 100% MOE met		n/a	n/a	IDEA grant monitoring
Part C to B Transition + Start of Service	Timeliness of smooth and effective transition from early intervention to school-based services and timeliness of start of services.	95%		82.8%	N	DC Annual Performance Report to the US District Court
Child Find + Enrollment (3-5 year old)	Rate of identification and enrollment.	8.5%		8.0%	N	DC Annual Performance Report to the US District Court
Initial Evaluation (3-5-year old)	Timeliness of initial evaluation and reasonable efforts to obtain consent to evaluate.	95%		63.8%	N	DC Annual Performance Report to the US District Court
Statewide Assessment Participation	Participation rates for students with IEPs in reading and math for grades 4, 8 and high school.	Reading 98% 95% 95%	Math 97% 95% 95%	n/a	n/a	n/a
Statewide Assessment Proficiency	Proficiency rates for students with IEPs in reading and math for grades 4, 8 and high school.	Reading 8% 9% 7%	Math 10% 5% 1%	n/a	n/a	n/a

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2020		STATE DATA FFY 2020	TARGET MET?	DATA SOURCE
Statewide Assessment Proficiency (Alt)	Proficiency rates for students with IEPs taking the alternate statewide assessment in reading and math for grades 4, 8 and high school.	Reading 42% 41% 39%	Math 48% 51% 47%	n/a	n/a	n/a
Statewide Assessment Proficiency Gap	Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards in reading and math for grades, 4, 8 and high school.	Reading 31% 31% 26%	Math 28% 20% 17%	n/a	n/a	n/a
Preschool Skills	Percent of children ages 3-5 with IEPs with: <ul style="list-style-type: none"> improved social emotional, acquisition of knowledge, and appropriate behavior skills. 	80%; 68% 87%; 68% 84%; 80%		76.35%; 53.64% 69.67%; 43.68% 76.19%; 54.79%	N; N N; N N; N	LEA self-reporting

Performance Area Points Earned = (% of points earned) x (weight)
Total = (Student Progress points earned) + (LEA Compliance points earned)

Special Education Performance Report (SEPR): [LEA NAME]

OSSE SUPPORTS FOR THE LEA IMPROVEMENT	
Leading	LEAs scoring at this tier show high rates of compliance and quality service delivery to students. LEAs require supports to expand systems. (e.g., Expanding school-wide model for Child Find)
Building	LEAs scoring at this tier are approaching compliance and quality service delivery to students. LEAs require data informed planning to improve educator and systems capacity. (e.g., Self-assessment + plan to offer expanded general education support strategies)
Emerging	LEAs scoring at this tier require supports to improve both compliance and quality service delivery to students. LEAs require educator capacity building through intensive training and implementation supports. (e.g., Guided review of LRE data + training to build and improve continuum supports)

LEAs receive partial point values for each state target met. LEAs are measured only in areas applicable to their LEA.

The following measures identified with a “D” are incorporated into the LEA’s annual IDEA annual Part B Determination. These measures account for 27 points of the overall SEPR total points.

PERFORMANCE AREA	LEA % OF POINTS EARNED	WEIGHT	PERFORMANCE AREA POINTS EARNED
Student Progress		65 points (D = 11 x 2)	
LEA Compliance		35 points (D = 16 x 2)	
Total	X/100 (Leading/Building/Emerging)		

MEASUREMENT	DATA YEAR	STATE TARGET FFY 2020		STATE DATA FFY2020		LEA DATA	LEA MET STATE TARGET? (Yes/No)	POINTS EARNED
LEA COMPLIANCE								
Valid and Reliable Data (D)	2020-2021 SY	100%		n/a				D = 3 max
Initial Evaluation (3-22-year-old) (D)		100%		63.09%				D = 2 max
Secondary Transition (D)		100%		65%				D = 2 max
Significant Discrepancy in Suspension/Expulsion (D)		0%		0%				D = 1 max
Disproportionate Representation (race/ethnic group) (D)		0%		0%				D = 1 max
Disproportionate Representation (disability category) (D)		0%		2.33%				D = 1 max
Longstanding Noncompliance (D)		0%		n/a				D = 2 max
Part C to B Transition (D)		100%		56.21%				D = 2 max
On-Site Monitoring (D)		100%		n/a				D = 2 max
Reevaluation		100%		76.5%				
STUDENT PROGRESS								
Parent Engagement	2020-2021 SY	89%		77.89%				
Graduation		52.7%		61.6%				
Dropout		42%		32.63%				
Continuum of Placements		100%		n/a				
Dispute Resolution (D)		50%		n/a				D = 2 max
Grant Resources (D)		Timely Application + 45% Reimbursement + 100% MOE Met		n/a				D = 5 max
Part C to B Transition + Start of Services		95%		82.8%				
Child Find + Enrollment (3-5-year-old)		8.5%		8.0%				
Initial Evaluation (3-5-year-old)		95%		63.8%				
Statewide Assessment Participation		Reading 98% 95% 95%	Math 97% 95% 95%	n/a	n/a			D = 2 max
Statewide Assessment Proficiency (D)		Reading 8% 9% 7%	Math 10% 5% 1%	n/a	n/a			D = 2 max
Statewide Assessment Proficiency (Alt) (D)		Reading 42% 41% 39%	Math 48% 51% 47%	n/a	n/a			
Statewide Assessment Proficiency Gap		Reading 31% 31% 26%	Math 28% 20% 17%	n/a	n/a			
Preschool Skills			80%; 68% 87%; 68% 84%; 80%		76.35%; 53.64% 69.67%; 43.68% 76.19%; 54.79%			

SPECIAL EDUCATION PERFORMANCE REPORT (SEPR)

FFY 2020 (SY 2020-21)

LEA Name

Total Student Population: Child count

Students with Disabilities: Child count raw & percent

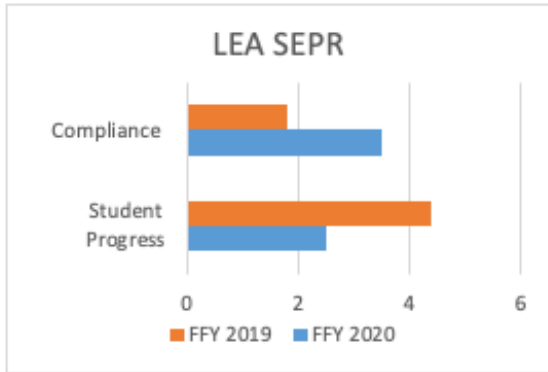
The Office of the State Superintendent of Education (OSSE) makes a commitment in its [2019-2023 Strategic Plan](#) to accelerate academic outcomes for students with disabilities by setting clear and high expectations for the quality of specialized instruction to District students. The annual Special Education Performance Report (SEPR) is designed to evaluate the performance of a local education agency's (LEA's) special education program and pinpoint OSSE supports for the LEA to build educator and system capacity to serve students with disabilities. This report is additionally designed to provide LEAs and families with meaningful information about LEA progress toward improving outcomes for students with disabilities.

An LEA's special education program is evaluated based on performance metrics in two areas: 1) annual Individuals with Disabilities in Education Act (IDEA) compliance requirements, and 2) key student progress measures. OSSE believes that students progress when LEAs build educator and system capacity to deliver special education in combination with stewardship of federal funds, proactive engagement with parents, and resolve complaints early and often. Based on a combined score in these two performance areas, LEAs will receive supports from OSSE in the form of technical assistance (TA) and professional development (PD) designed to build educator and system capacity to serve students with disabilities.

The SEPR performance report has a section focused on compliance, which incorporates an annual LEA determination of IDEA compliance, required by the United States Department of Education (USED). Information on the LEA's annual LEA determination of IDEA compliance is provided below. More information on compliance annual reporting requirements can be found in [OSSE's State Performance Plan \(SPP\) – Part B](#). This sets annual targets for improvement in areas that directly influence outcomes for students with disabilities.

OSSE has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA). Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. N/A indicates no data is available, and <10 indicates less than 10 students in a subgroup.

SPECIAL EDUCATION PERFORMANCE REPORT (SEPR)
Federal Fiscal Year (FFY) **2020** (SY **2020-21**)



LEA SEPR	ONE YEAR CHANGE
Compliance Requirements	(up/down arrow + #)
Student Progress	
OSSE Supports for Improved LEA Educator and Systems Capacity to Serve Students with Disabilities	

COMPLIANCE REQUIREMENTS
(FFY 2020)

	LEA	SEA	STATE TARGET	PREVIOUS YEAR COMPARISON
Valid and Reliable Data (D)			>/< %	(up/down arrow + #)
Initial Evaluation (D)			>/< %	
Secondary Transition (D)			>/< %	
Significant Discrepancy in Suspension/Expulsion (D)			>/< %	
Disproportionate Representation (race/ethnic group) (D)			>/< %	
Disproportionate Representation (disability category) (D)			>/< %	
Longstanding Noncompliance (D)			>/< %	
Part C to B Transition (D)			>/< %	
On-Site Monitoring (D)			>/< %	
Reevaluation			>/< %	

STUDENT PROGRESS
(FFY 2020)

	LEA	SEA	STATE TARGET	PREVIOUS YEAR COMPARISON
Parent Engagement			>/< %	(up/down arrow + #)
Graduation			>/< %	
Dropout			>/< %	
Continuum of Placement			>/< %	
Dispute Resolution			>/< %	
Grant Resources (D)			>/< %	
Part C-B Transition + Start of Services			>/< %	
Child Find + Enrollment			>/< %	
Initial Evaluation (3-5 year olds)			>/< %	

Statewide Assessment Participation	READING					MATH				
	Special Education		General Education		State Target	Special Education		General Education		State Target
	LEA	State	LEA	State		LEA	State	LEA	State	
Grade 4										
Grade 8										
High School										
Total Participation Rate										
Total Participation Rate Prior Year Comparison										

Statewide Assessment Proficiency (D)	READING					MATH				
	Special Education		General Education		State Target	Special Education		General Education		State Target
	LEA	State	LEA	State		LEA	State	LEA	State	
Grade 4										
Grade 8										
High School										
Total Proficiency Rate										
Total Proficiency Rate Prior Year Comparison										

Statewide Assessment Proficiency (Alt) (D)	READING					MATH				
	Special Education		General Education		State Target	Special Education		General Education		State Target
	LEA	State	LEA	State		LEA	State	LEA	State	
Grade 4										
Grade 8										
High School										
Total Proficiency Rate										
Total Proficiency Rate Prior Year Comparison										

Statewide Assessment Proficiency Gap	READING					MATH				
	Special Education		General Education		State Target	Special Education		General Education		State Target
	LEA	State	LEA	State		LEA	State	LEA	State	
Grade 4										
Grade 8										
High School										
Total Proficiency Gap Rate										
Total Proficiency Gap Rate Prior Year Comparison										

PRESCHOOL SKILLS	LEA	SEA	STATE TARGET	PREVIOUS YEAR COMPARISON
Positive Social-Emotional Skills - substantially increased rate of growth by age 6 or exited the program.			>/< %	
Positive Social-Emotional Skills - functioning within age expectations by age 6 or exited the program.			>/< %	
Acquisition and Use of Knowledge and Skills - substantially increased rate of growth by age 6 or exited the program.			>/< %	
Acquisition and Use of Knowledge and Skills - functioning within age expectations by age 6 or exited the program.			>/< %	
Use of Appropriate Behaviors - substantially increased rate of growth by age 6 or exited the program.			>/< %	
Use of Appropriate Behaviors - functioning within age expectations by age 6 or exited the program.			>/< %	

IDEA Part B LEA Annual Determination of Compliance

LEA	FFY 2020 (July 1, 2020 – June 30, 2022) IDEA Part B Determination of Compliance
LEA Name	

IDEA requires States to annually review each LEA’s special education program to determine the LEA’s compliance with requirements.¹ In making such determinations, OSSE is required to assign each LEA one of the four (4) determinations levels below. OSSE reviews the data noted above in the SEPR as “(D).” To calculate each LEA’s determination level, OSSE assigns a point value for each element, sums the total, and then divides it by the points available for applicable elements:

$$\% = (\text{Total number of Points Earned}) / (\text{Total value from applicable elements})$$

¹ 20 USC §616(a)(1)(C)(i) and 34 CFR §300.600(a). (See Appendix A for additional information on enforcement actions).

DETERMINATION LEVEL	% OF POINTS FROM APPLICABLE ELEMENTS	ENFORCEMENT ACTIONS
Meets requirements	81-100%	None
Needs assistance	61-80%	<p>If the LEA receives this determination for two or more consecutive years:</p> <ul style="list-style-type: none"> • OSSE advises the LEA of available sources of technical assistance and requires the LEA to work with appropriate entities; • OSSE directs the use of LEA funds; or • OSSE imposes special conditions. <p>In addition, the OSSE must prohibit the LEA from reducing the LEA's maintenance of effort² for any fiscal year.</p>
Needs intervention	41-60%	<p>If the LEA receives this determination for three or more consecutive years, OSSE may take any of the actions described above, and shall take one or more of the following:</p> <ul style="list-style-type: none"> • Require a corrective action plan or improvement plan if the OSSE determines that the LEA can correct the problem within one year; • Require the LEA to enter into a compliance agreement if OSSE has reason to believe that the LEA cannot correct the problem within one year; • Recover funds; and/or • Withhold further payments.
Needs substantial intervention	0-40%	<p>If the LEA receives this determination:</p> <ul style="list-style-type: none"> • Recover funds; and/or • Withhold further payments.

States are required to implement enforcement actions as described in IDEA and identified in the chart above.³ In addition to the enforcement actions described by IDEA, OSSE may also apply enforcement actions determined appropriate to address noncompliance and support continuous improvement. Additional enforcement actions are incorporated into the OSSE supports for LEA improvement identified in the above LEA SEPR.

Any LEA may appeal its assigned determination level and must do so within 30 calendar days of the date of notification. The LEA's request for appeal must include all of the information necessary for OSSE to reconsider the issued determination level. OSSE will provide a response to the LEA's request for appeal upon completion of agency review.

² 34 CFR §300.203.

³ 20 USC §616(e) and 34 CFR §§300.600(a), 300.603 and 300.604.



Office of the State Superintendent of Education
1050 First Street, NE, Washington, DC 20002